



Activity	Theme 3 Activity 1
Lesson Name	What Makes a Leader? Exploring Eastern Shawnee Leadership
Summary	In this activity, students will explore the concept of leadership through an examination of Eastern Shawnee tribal leadership since 1830. After collectively determining the qualities they believe make for a good leader, students will learn about past Eastern Shawnee chiefs by reading portions of <i>The Eastern Shawnee Tribe of Oklahoma: Resilience through Adversity</i> book. Students will present their findings and discuss how each chief did or did not meet the pre-established criteria for a "good leader." Students will then collectively determine if/how they should alter their original definition of "good leadership" given their new contextualized understanding of Eastern Shawnee tribal history and leadership.
Objectives	<p>Students will:</p> <ul style="list-style-type: none"> • Understand the history of Eastern Shawnee tribal leadership. • Conduct research utilizing <i>The Eastern Shawnee Tribe of Oklahoma: Resilience through Adversity</i>. • Collectively determine and assess criteria for good leadership. • Analyze and interpret content using a developed set of criteria. • Problematize the concept of good leadership given historical context.
Essential Questions	<ul style="list-style-type: none"> • How do we define good leadership? • How does historical context impact our understanding the past?
Materials	<ul style="list-style-type: none"> • Chart paper • Markers • Access to Chapter 6: Chiefs of the Eastern Shawnee Tribe in <i>The Eastern Shawnee Tribe of Oklahoma: Resilience through Adversity</i> book • <i>Leadership Analysis Worksheet</i> • Pens or Pencils

Created with funds provided by



<p>Vocabulary</p>	<ul style="list-style-type: none"> • Leadership - the position or function of a leader, a person or persons who guide or direct a group • Context – in the study of history refers to the cultural, economic and sociopolitical background related to historical events and trends through which those events and trends should be understood.
<p>Preparation</p>	<ul style="list-style-type: none"> • Become familiar with <u>Chapter 6: Chiefs of the Eastern Shawnee Tribe</u> in <i>The Eastern Shawnee Tribe of Oklahoma: Resilience through Adversity</i>.
<p>Procedure</p>	<p><u>Introduction</u></p> <ul style="list-style-type: none"> • Ask students to think about people they consider to be good leaders. Have a few students share their responses with the class. • Ask students to consider the qualities that make the individuals they identified, and others, good leaders. Write these responses on chart paper. Be sure to ask students to support their ideas with evidence or reasoning. Engage students in a discussion of the qualities written until the entire class comes to a consensus on the top 5 or 6 criteria necessary for a good leader. <p><u>Activity</u></p> <ul style="list-style-type: none"> • Have students conduct research on Eastern Shawnee chiefs since 1830 utilizing <u>Chapter 6: Chiefs of the Eastern Shawnee Tribe</u> in <i>The Eastern Shawnee Tribe of Oklahoma: Resilience through Adversity</i> and the <i>Leadership Analysis Worksheet</i>. Assign at least one student to each of the chiefs included in the chapter. Eastern Shawnee chiefs outlined in the chapter include the following: <ol style="list-style-type: none"> 1. Civil John (Methomea) 2. Lewis Davis (Quashacaugh) 3. William Jackson 4. John Jackson 5. Chief James Choctaw



6. Tom Captain
7. Chief John Jackson
8. Chief George Beaver
9. Andrew Dushane
10. Walter L. Bluejacket
11. David Dushane Jr.
12. Chief Thomas A. Captain
13. Julian Boles Bluejacket
14. Clyde Leroy Bluejacket
15. James Greenfeather
16. George Jacob "Buck" Captain
17. Chief Nelis Captain
18. Chief Glen Brock
19. Charles Enyart

Wrap Up

- Have students share what they learned about their assigned chief in small groups.
- After sharing, instruct students to further reflect upon the class's criteria for a good leader (*Leadership Analysis Worksheet* question # 7) given what they've learned from one another.
Have students consider:
 - What presumptions are we making about good leadership?
 - How does understanding the historical context impact our understanding of each chief?
 - What changes (additions or deletions) should be made to the list of qualities/criteria created given what we've learned?
- Have each group share their criteria modifications with the class.



Extension	<ul style="list-style-type: none"> • Students read all of Chapter 6 and complete the <i>Leadership Analysis Worksheet</i> for three or four select chiefs of their choice. • Have students conduct additional research on their assigned chief and time period to use in the analysis.
Differentiation	<ul style="list-style-type: none"> • Students work in pairs or in small groups to analyze chiefs.
Historical Thinking Skills Addressed	<p>Chronological Thinking f) Identify, analyze, and evaluate cause-and-effect relationships.</p> <p>Analysis, Interpretation & Decision Making a) Distinguish between unsupported expressions of opinion and informed hypotheses grounded in historical evidence. b) Extract useful information, make supportable inferences and draw appropriate conclusions from historical evidence while also understanding such evidence in its context, recognizing its limitations and assessing the points of view that it reflects.</p> <p>Understanding Multiple Perspectives & Historical Empathy a) Perceive past events and issues as they were experienced by people at the time to develop historical empathy as opposed to present-mindedness.</p> <p>Historical Research Capabilities g) Support interpretations with historical evidence.</p>
Attachments	<ul style="list-style-type: none"> • <i>Leadership Analysis Worksheet</i>